

## SSA EXECUTIVE SUMMARY: SOUTH EAST

SkillsActive is the Sector Skills Council for Active Leisure and Learning, which encompasses the following sub-sectors:

- Sport and Recreation
- Playwork
- Health and Fitness
- The Outdoors
- The Caravan industry

Key Statistics <sup>1</sup>		SkillsActive South East
<b>Sector Profile</b>		
Total size of paid workforce		88,900
% of sector employment in England		19%
% of total employment in the SE		2%
Total number of establishments		5,700
% of micro businesses (1-10 people)		75%
Largest sub-sector is Sport and Rec		68%
Playwork is 2nd largest		20%
<b>Workforce Profile</b>		
Self employed		10%
Part-time workers		46%
Male Employees		40%
Female Employees		60%
Workforce aged 16-24		20%
Workforce aged 45+		36%
Workforce of minority ethnic origin		4%
<b>Qualifications, Recruitment &amp; Skill Needs <sup>2</sup></b>		
Workforce not qualified to L2		27%
Workforce qualified to L4+		32%
% of employers with a vacancy		52%
% employers reporting the vacancy was hard-to-fill		37%
% of hard to fill vacancies attributed to skills shortages (lack of skills, qualifications or experience)		61%
Skills shortage vacancies as % of all		12%
% of employers reporting a skills gap		32%
<b>Forecast Growth (2004-2014) <sup>3</sup></b>		
Average annual growth in Output*		4.4%
Paid employment growth by 2014		31%
Forecast employment in 2014		117,000
Average annual growth in employment (last 5 yrs)		4%
Average annual growth in employment (next 5 yrs)*		3%
Additional jobs created by 2014		172,400

\* Note: 2004 to 2009

### Regional Economic Strategy & Sport

The RES<sup>4</sup> outlines 3 key themes for ensuring sustainable economic growth within the region. There are a number of opportunities for the Active Leisure

and Learning sector to contribute to the strategy, in particular growth potential offered by the 2012 Games (the event and its legacy) and the role of sport and culture in developing sustainable communities and ensuring social inclusion.

*Mission Possible*<sup>5</sup> the regional plan for sport and physical activity identifies 20 priority actions to help improve the overall activity of the regional population. The report outlines 7 key outcomes including increased involvement, improved levels of performance, widened access and improved health and well being.

The South East hosts world class sports facilities including Eton Dorney, the National Hockey Centre, Brands Hatch and Cowes. It is also home to some key football clubs, rugby premierships teams and British Basketball teams. Surrey, Sussex, Hampshire and Kent are all recognised as 1<sup>st</sup> class cricket counties and there are a number of well know golf courses (e.g. Sandwich and Wentworth) and racecourses (e.g. Ascot and Sandown) across the region. Furthermore, the region houses 2 of the 9 UK Sports Institutes in Bisham Abbey and Bisley.

### Sector Skills Agreements

Sector Skills Agreements (SSA) bring together employers, providers and funders of education and training with the key purpose of developing a more demand-led system of public investment in skills for the sector, combined with an increase in employer commitment to workforce development:

1. Provide a means for employers and government to collaborate in meeting the priority skills needs of sectors
2. Present a unique opportunity for employers to shape training provision and coherent progression routes
3. Challenge employers to work collaboratively
4. Give individuals access to training with is relevant to industry needs and to help secure well paid employment and progression

We have undertaken extensive research including desk-top reviews of existing information, conducting research and consultation with key sector employers through focus groups, questionnaires and face to face meetings.

Our Skills Needs Assessment, Assessment of Current Provision and Analysis of Gaps and Weaknesses reports provide the fullest picture and are available on [www.skillsactive.com](http://www.skillsactive.com).

The Sector Skills Agreement: Regional Action Plan for the South East incorporates the findings from Stages One to Three of the SSA process and sets out a plan for development for the Active Leisure and Learning sector in the region.

### Value of our sector

- The SkillsActive sector contributed £1.38bn in output to the South East economy in 2004 –growth in GVA has been over double that of the SE economy as a whole over the last 5 years
- GVA for the sector is forecast to grow by 52% to £2.1bn over the next decade, at an average annual rate of 4.4%.
- The average rate of employment growth has been around 3% higher than the whole South East economy in the past 5 years (1999-2004)
- Growth in employment is expected to continue above the regional average over the next 10 years

### Profile of our workforce

See Key statistics

- Volunteers are important to the sector and are concentrated in key occupations such as coaches, instructors or activity leaders and operational staff.
- Around 10% of the workforce is self employed. A particularly higher level of self employment is found in the caravan and outdoors sub-sectors (17% and 16% respectively).
- 60% of the workforce is female. Proportions of female employment are particularly high within the Playwork sub-sector (83%) and particularly lower within the Caravan industry (40%).
- Around 46% of the workforce work part-time, compared with 23% of the South East economy as a whole.
- Around 20% of the regional workforce are under 25.
- Almost 3 in ten (27%) of the workforce is not qualified to level 2, equal to that seen in the whole regional economy.

### Sports, Fitness and the Outdoors

- Sport generates £6.8bn in annual turnover and £1.9bn in annual value-added.
- Approximately 863,000 people participate in organised sports clubs.
- Residents spend £2.1bn annually on sports-related goods and services.
- **305 private health clubs in the region** (17% of England) with a further 123 planned. <sup>6</sup>
- **490 public sports centres** (17% of England) with a further 90 sports centres planned.

### Recruitment Difficulties & Skills Gaps

- Levels of vacancies and hard to fill vacancies reported in the South East are similar to the proportion reported across the sector nationally.
- 52% of ‘establishments’ report a vacancy compared with 51% in England.

- 37% of sector organisations with a vacancy found them hard to fill, slightly lower than the average for England (39%).
- The most common skills lacking or needing improving were basic computer/IT skills, communications and sport specific technical skills.

The Caravan Industry Stats	South East
Number of caravan parks	577
% of total number of parks in England	18%
Holiday pitches (42% owner occupied – CHH Owned)	23,548
Number of Households in Park homes	9,729
% of residential caravans in England	29%

- **The Caravan industry** has enjoyed great success in recent years, with manufacturing sales up 50%
- 40% of Caravan Parks reported a vacancy in the last 12 months, of which 57% found them hard to fill.
- A major challenge is recruiting enough cleaners and housekeepers, followed by bar managers/staff, receptionists, wardens, cooks and chefs.
- The three most important skills were Customer service, maintaining safety and communication.

### Training Provision

- The median spend on training is £500-£999. Trained staff attended on average 6 days of training compared with a national average of 11 days.
- Coaching, teaching and instruction staff are most likely to receive training.
- 22,790 people participated in LSC funded learning on sports-related learning programmes. The greatest proportions of learners were found within Hampshire, Sussex and Surrey.
- Total funding for sport related study in the South East was £17.8m – approximately 15% of all England sector spend on sport-related learning (estimated to be £121.7m).
- There is specific work-based learning for the caravan sub-sector in the South East at Sussex Downs College.
- The Playwork sector remains largely dependant on FE provision. The main qualifications undertaken are certificates, NVQs and Diplomas in Playwork.

### Playwork

The widely accepted definition is: *Play is freely chosen, personally directed, intrinsically motivated behaviour that actively engages the child or young person.*

- Playwork has a higher proportion of female, and part-time workers. Seasonal workers and those working on holiday play schemes are also common.

- Large proportions of employees are voluntary workers.
- Holiday play schemes attract younger and more male playworkers within the seasonal workforce.

### Skills needs

Specific issues for the Playwork sector across the UK include:

- More Playwork specific skills and qualifications.
- Greater understanding of the values and principles of playwork.
- Greater business and management skills: specifically leadership, partnership working, marketing and fundraising.
- Higher level qualifications e.g. foundation degrees for senior practitioners.
- More staff trained to level 2 and 3.
- More Playwork training and quality work experience for trainers and assessors.

### Key Challenges in the Employers' View

#### Recruitment

- Difficulties recruiting particular occupations (e.g. operational roles, community sport coach posts).
- Supply fails to keep up with the demand of new types of jobs.
- Pay is seen as a significant barrier.
- Job readiness of graduates.

#### Retention

- Employers encouraged to 'grow their own' and invest in their workforce.
- Career progression is not always well defined
- Securing tenure the short term nature of funding can be problematic.
- There is a need to challenge the stereotypical perceptions of the sector.
- Concerns that some of the professionalising agenda could be lost in the rush to increase participation.
- Lack of loyalty from staff, resulting in low pay, lack of careers pathways and low levels of investment in training.
- Employers need help with retention techniques.

#### SkillsActive Careers 'for all'

- Lack of awareness of where to go to find information on the sector.
- Work experience is problematic (pre-university and HE).
- Need for better working with young people in education early enough to inform (and inspire) career choices.
- Negative perceptions of the sector are a challenge
- There is a need for more simplified materials demonstrating career options.

### Promote Variety of 'Routeways' into Employment

- Mixed awareness and experience of apprenticeships – some employers consider this ideal for lower level employees, while others are unaware of the value of their business.
- There are low levels of knowledge about other types of vocational training such as Foundation Degrees and NVQs.

### Engagement and Business Development

- Networking and sharing best practice is useful, however certain parts of the sector could benefit from more.
- New initiatives should be presented in an easy-to-access or understand fashion.
- Employers are still developing an understanding of the role of SkillsActive as a 'voice for the industry' in respect of skills, learning and qualifications.
- There is limited awareness, incorrect perception about and even less practical application of the National Occupational Standards.
- Concern that current infrastructure may not be able to support participation and retain interest generated by the 2012 Games.

### Key Priorities

As part of the SSA process SkillsActive have developed a number of key solutions to tackle the issues and challenges facing the Active Leisure and Learning industry, grouped into 6 key themes (below).

As this agreement is on behalf of the employers in our sector, their actions, which complement those of our stakeholders, have been included in this Sector Skills Agreement.

#### Six Priorities for Action

1. Improve the quality and range of services
2. Improve recruitment and retention
3. Professionalise and up-skill the existing workforce
4. Match training supply to employer demand
5. Source funding for training
6. Increase sector investment in our people

### Sources:

<sup>1</sup> SkillsActive – SSA Stage I - Skills Needs Assessment

<sup>2</sup> SFO Survey, SkillsActive

<sup>3</sup> The Future of Active leisure and Learning, Experian Business Strategies, 2005

<sup>4</sup> The Draft Regional Economic Strategy 2006-2016, SEEDA

<sup>5</sup> Mission: Possible, The South East Plan for Sport 2004-2008, Sport England (South East), 2004

<sup>6</sup> FIA Leisure Database Company

**REGION SSA ACTION PLAN SUMMARY**  
**SPORTS & RECREATION, HEALTH & FITNESS AND THE OUTDOORS**

**1. To improve the quality and range of services**

- 1.1 Increase the uptake of business support schemes in the region, e.g. promote Train2Gain, increase employer involvement in Skills for Life and Leadership and Management training.
- 1.2 Provide data to influence regional policy and improve sector recognition - disseminate to the regional WFD group and embed into new local area agreements.
- 1.3 Conduct relevant research to inform workforce development across the region.
- 1.4 Partnership working and communication with stakeholders e.g. create an 'alliance of stakeholders'.
- 1.5 Maximising the 2012 Games opportunities for the region.
- 1.6 Ensuring sector responsiveness to regional skills priorities, e.g. LSC and SEEDA priorities relating to capital development of HE/FE and the 14-19 agenda.
- 1.7 Improving health and well being e.g. build links with the South East Framework for Action on Physical Activity and promote workplace sport and recreation.

**2. To improve recruitment and retention**

- 2.1 Raise individual aspirations and demand for learning, e.g. national/regional campaigns and using active leisure and learning to create new 14-19 pathways and re-engage excluded individuals.
- 2.2 Establish employment routeways into the sector e.g. develop social enterprises and opportunities for sport/social entrepreneurs; build strong relationships with professional clubs.
- 2.3 Promote the wide range of career opportunities within the sector, e.g. work with advice and guidance networks and the CSPs, hold careers training advice sessions.

**3. To professionalise and up-skill the existing workforce**

- 3.1 Plan training and support to the coaching workforce to meet community and performance requirements, e.g. ensure that CSPs have resources to take responsibility for WFD, communicate training needs to the LSC, possibly expand Coach Mentor Programme and secure more funding to support upskilling.
- 3.2 Support the training of health and fitness professionals to provide a wide range of

services to the community, i.e. the development of REP's members.

- 3.3 Promote the take-up of leadership and management training.

- 3.4 Increase the uptake of apprenticeship schemes across the region.

**4. To match supply to demand**

- 4.1 Establish a region-wide portfolio of fit-for-purpose training supply for employers and the future workforce to access.

- 4.2 Encourage training providers to offer suitable work placements that meet job requirements.

- 4.3 Facilitate the input of employers' needs into training provision, e.g. ensure dialogue between employers, providers and CSPs, support the proposed Coaching Agency and investigate the potential for a skills academy hub in the region.

**5. To re-direct funding**

- 5.1 Identify appropriate funding sources to support training needs and qualification attainment across the sector e.g. ensure effective use of Building Capacity Funds and encourage collaborative working in accessing funds.

- 5.2 Increase public sector funding into vocational training within the sector.

- 5.3 Agree investment into coaching and exercise and fitness training initiatives, and work with REP's, NGB's, CSP's and LSC to identify resources required.

**6. To increase sector investment in our people**

- 6.1 Establish a shared commitment to improve skills within the workforce, e.g. promote the WFD group and ensure endorsement and evaluation of this plan.

- 6.2 Increase employer demand for, and investment in, skills within the workforce, with an employer forum and localised e-newsletter, work with sub-regional groups of employers already in place.

- 6.3 Encourage employers to conduct and use personal development plans to meet business objectives, promote the use of WFD plans with CSPs, NGBs and employers and organisations, and promote liP and general investment in upskilling /professionalism.

- 6.4 Embed training into project funding contracts.

- 6.5 Monitor and review the impact of investment in skills by employers.

## REGION SSA ACTION PLAN SUMMARY - PLAYWORK

### **1. To improve the quality and range of services**

- 1.1 Better recognition of the value of playwork - promote playwork values, skills, knowledge and principles to other allied professional sectors, promote public play and playwork events such as Playday and Play Awards, ensure Children and Young People's Workforce Strategies include playwork, make playwork practice and principles accessible for people who want to incorporate their own practice; exporting playwork principles wherever possible and work to gain recognition of the benefits of playwork as an integral need of children and the additional benefits of delivery (e.g. impact on crime).
- 1.2 Constant drive to meet Government agendas and customer expectations - promote the importance of including playwork in inter-agency groupings and increase the recognition of playwork within Government policies and agendas.
- 1.3 Work towards sustainable funding for play provision and holiday play schemes.

### **2. To improve recruitment and retention**

- 2.1 A programme of improved careers advice / guidance - increase the pool of playwork applicants, promote playwork as a positive, viable and professional career and promote the value of play, playwork, qualifications and training through networks and information dissemination.
- 2.2 Explore improvements to pay and conditions for playworkers.
- 2.3 Improve employer recognition of and investment in Skills for Life to aid progression.

### **3. To professionalise and up-skill the existing workforce**

- 3.1 Establish a register of playwork professionals.
- 3.2 Up-skill the existing workforce - gain recognition that an increasing number of playworkers will need to achieve relevant higher level qualifications that equip them for a variety of new roles, improve the take up of training by BME, disabled and other disadvantaged groups and explore the development of qualifications for new roles working with children (e.g. play rangers and participation workers).

### **4. To match supply to demand**

- 4.1 A programme to raise the quality of FE training in our sector - support delivery of training for Playwork NVQ assessors and development of Playwork NVQ assessment centres in the

region, support delivery of training for trainers courses, improve the development of playwork within the FE/HE environment and raise the quality of playwork education, training and qualifications.

- 4.2 Improve standardisation and transferability of qualifications through establishing a Register of Playwork Professionals.

### **5. To re-direct funding (for training)**

- 5.1 Reduce barriers to accessing training – more local, flexible, work-based training.

### **6. To increase sector investment in our people**

- 6.1 Explore quality work experience for students, tutors and assessors through working at a regional level to promote the take-up and provision of work experience opportunities.
- 6.2 Encourage employers use of workforce development planning tools.
- 6.3 Increase training levels in the sector - promote workforce development, improve recognition of the value of training and qualifications in the play sector and improve the recognition of quality assured training and qualifications with employers and improve the 'learning culture' with playwork employers.
- 6.4 Understanding and utilisation of National Occupational Standards (NOS) through raising employers awareness of NOS.
- 6.5 Embed training in project funding contracts.

### **7. Operational or implementation**

- 7.1 Strong regional infrastructure for playwork education and training centres.